C O V E R   S H E E T
Program Report

Institution_____ _____

Date submitted_____**Date of Last Site Visit**_____

Name of Preparer_____

Phone #_____ **Email**_____

Program documented in this report:

    Name of institution's program_____

    Credential awarded_____

    Is this program offered at more than one site?   **Yes**   **No**

      If yes, list sites at which the program is offered:_____

                                  _____

                                  _____

CTC Staff that work with Accreditation discussed the DRAFT Biennial Data Report. Suggestions from this discussion are included in *italics* for your consideration.

GENERAL DIRECTIONS

The following directions are designed to assist institutions as they complete this biennial program report. To complete the report, institutions must provide information about key assessments are used to assess candidate competencies as described in the program standards. In addition to the specific candidate competencies, the following questions are central to quality educator preparation.

- How does the program know that candidates have the necessary knowledge for the subjects they will teach or the jobs they will perform?
- How does the program know that candidates understand teaching and learning?
- How does the program know that candidates apply their knowledge in classrooms and schools?
- How does the program know that candidates are effective in promoting student learning for all students in California schools?

Expectation:
Accreditation examines the extent to which institutions are meeting state adopted standards of quality and effectiveness. It is expected that institutions are at least an annual basis, collecting and reviewing information and data on the performance of their candidates at various points – for instance, while enrolled in teacher preparation programs, prior to recommending a candidate for a credential, and once employed in the field. It is also expected that institutions and programs are reviewing and analyzing the information collected to make improvements and adjustments to their programs. Note, this report does not need to be a narrative report. Please use charts, table or lists as appropriate.

To that end, the program report form includes the following sections:

I. Contextual Information – General information to help reviewers understand the program and the context under which it operates. Requires certain information be reported for all institutions, additional information provided by institution or program is optional.   4 page maximum

II. Candidate Assessment/Performance Information – Programs must submit information on how candidate performance is assessed and aggregated summary data related to these assessments, e.g. TPA, RICA, subject matter competency, portfolios, or observations. The data does not need to be submitted until the Program Document Review (4th year) year.

III. Candidate Assessment/Performance Information Findings – Each program must provide an analysis of the information provided in Section II. Analysis should include identified areas of strengths and deficiencies of its teacher candidates as demonstrated by performance on assessments.   3 page maximum

IV. Use of Assessment Results to Improve Candidate and Program Performance –Programs must indicate how faculty is using the data from assessments to improve candidate performance and the program. If modifications are being made to the program, as the modification is described, please indicate the data that supports the modification and the appropriate Standard(s).   3 page maximum

V. Institutional Summary and Plan of Action – Institutions must indicate trends that are seen across the unit or groups of programs. Institutions should identify areas of strength or concern. Identification of next steps is encouraged. **Submit one per institution.**   4 page maximum

SECTION I—Context

Please provide information that describes the program and the context under which it operates. Please be sure to include, at minimum, the following information on students and faculty. When possible, please include tables or charts. A narrative response is not required. (response limited to 4 pages)

1. Chart with the number of candidates and program completers.
   Including part time and full time candidates, demographic information, and how subject matter was satisfied.

2. Chart with information on faculty. Including part time and full time faculty, demographic information, and the number of vacant faculty positions. For new faculty—please provide name and brief resume. Also include information on faculty evaluations.

3. Chart with information on field supervisors: (e.g. training, ratio, compensation, evaluation)

SECTION II— Candidate Assessment and Performance Information

In this section, list the assessments that are being utilized as evidence for meeting the program standards (e.g. TPA, RICA, subject matter competency, portfolios, or observations). The response to this section is not designed to be a narrative: lists, tables, or charts should be used whenever possible.

a) How does the program collect and analyze data on candidate performance? Please identify specific tools used to assess the candidates. Describe the type of data that is collected and how it is collected. Please include descriptive statistics such as the range, median, mean, % passed, when appropriate.

b) What additional information is collected and analyzed?

	Sample Size	Response Rate
Candidate Surveys Resources, master teachers, field supervisors, faculty		
Graduate Surveys Resources, master teachers, field supervisors, faculty		
Employer Surveys		
Master Teachers Surveys		
Faculty		
Other		

SECTION III—Candidate Assessment/Performance Information Findings

In this section, discuss the analysis of the assessments that are being submitted as evidence for meeting the program standards   (response limited to 3 pages)

a) What does the analysis of the data demonstrate about candidate competence?

SECTION IV—Use of Assessment Results to Improve Candidate and Program Performance

In this section, the program director will summarize the plan of action that has been developed based on the analysis of the data. In describing the plan of action, cite the data sources that support the plan. In addition, please indicate the Common and/or Program Standard(s) that are being modified by this plan.   (response limited to 3 pages)

Data Source	Plan of Action	Standard(s)

SECTION V—Institutional Summary and Plan of Action
(Submit one per institution ONLY)

In this section, the institution will identify trends across programs or specific issues within programs or clusters of programs. In reflecting on the specific programs and the identified trends, be sure to consider all of the Common Standards in addition to the program standards.

(response limited to 4 pages)